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## REVIEWS

*A Practical Introduction to French.* By L. H. ALEXANDER. New York: Oxford University Press, 1916.

*A Complete French Course.* By C. A. CHARDENAL. Revised and rewritten by Maro S. Brooks. Boston: Allyn and Bacon, 1916.

Dr. Alexander's elementary grammar is intended for the first and second years of high schools and for the first year in colleges, and is meant above all to be a practical book.

The distinctive features of the work are as follows: 1) The nomenclature suggested by the Report of the Joint Committee on Grammatical Nomenclature is used exclusively, and an outline of it is printed on pages xvii-xxi. 2) The essential facts of French pronunciation are given graded treatment in the body of the book. The phonetic symbols and the transcription of the French words in the first seven lessons are found in the Appendix, and all the words in the French-English vocabulary at the end of the book are also presented phonetically. 3) Within the 42 lessons the fundamental facts of French grammar are taken up twice. In the second part (18 lessons) the commoner irregular verbs are studied, and the exercises are based on three French stories (*La Chapelle blanche* of Jules Lemaître, *Les Petits pâtés* of Alphonse Daudet, and *L'Enlèvement de la redoute* of Prosper Mérimée). In addition, there is a review of the grammatical facts contained in the first part (24 lessons), each grammatical topic being presented as a unit.

The French in the examples is generally good, a state of things not too common to merit mention. The exercises are satisfactory; they are not of the kind found in the older grammars for beginners, and they do illustrate the grammatical facts they are supposed to exemplify. A feature worthy of praise is the division into two parts which makes possible a more satisfactory review than is the case when the students simply have to read again familiar rules. It might be said that the too summary reference to topics treated in Part 1 has its inconvenience; the repetition of the important facts in the proper place in Part 2 would have eliminated troublesome turning of pages and made a thorough review more probable. The texts given in the second part will obviate one of the chief difficul-

ties encountered at this stage: the use of insufficiently annotated texts. In the simplest texts the student finds a good many forms of irregular verbs and other facts with which he is unfamiliar after five to six weeks of study; the notes to the selections and the irregular verbs taken up in this part will enable the average student to approach profitably a little later one of the texts available.

Mention should be made of the relatively large number of unnecessary abbreviations in the text, of the abrupt manner in which some paragraphs are begun, and also of the rather colloquial tone of some of the questions.

The lessons devoted to pronunciation are good. The addition of phonetic transcriptions in the lesson vocabularies might have been advantageous. The transcription of the French contained in the lessons on pronunciation is not uniformly satisfactory. See the following: p. 236: *wa-gō* (wagon), p. 237, last exercise: *lurd* (lourd), *fēr* (chère), *fla:m* (flamme), p. 238, Lesson II, ex.: *fār-zra* (chargera), *e fa* (les chats), p. 239, Lesson III: *pō:l* (Paul), *a-ma-tœ:r* (amateur), p. 241, Lesson V: *ã-fi-te-a:tr* (amphithéâtre), p. 242: *si ze-lév* (six élèves), p. 243: *fwa-si* (choisi), *mar-fe* (marché) which is given as *mar-fe* in the vocabulary, p. 244: *fwa-si-se* (choisissez). Some of these are probably typographical errors.

Page 19: The statement that, in linking, “*f = v*: only in neuf heures (= nine hours, nine o'clock)” is incorrect or not clear enough; cf. the transcription of *neuf élèves* and *neuf hommes* on p. 242. Pp. 48-49: In the summary on the partitive nouns, it is stated that the definite article is not used after negations. It might be advisable to change to ‘general negations.’ P. 91: “*N’as-tu pas rendu le livre?*—*Mais si, (je l’ai rendu).*” The answer “Yes, I have (returned it)” is not quite strong enough. P. 116: Is it well to translate *mètre* by *yard*? P. 144: “*Pouvez-vous nous y renseigner?*” translated by “Can you give us any information?” is doubtful French. P. 147: *Renonçassiez* appears in black type in the Exercise, and there is no note about the fact that such forms are hardly ever used in the spoken language. P. 151: *Allassiez*. See preceding note. P. 167: The wording of the rule that most names of countries not forming a phrase like *les Etats-Unis* are feminine is not clear. It might give the student the impression that *le Portugal*, *le Japon*, *le Mexique*, *le Canada* are the only exceptions. P. 193: The note on “*ne faisaient qu’en rire*” reads: “*Se rire de* or *se moquer de* means *to laugh at, make sport of.*” As there is no

reflexive in the text, and as *rire de* has the same meaning as *se rire*, the pronoun ought to be put in parentheses or deleted. P. 207: *finestra* is given as the etymon of *fenêtre*. P. 217: Note 3 translates the axiom "non bis in idem" by "not twice in the same place." Cf. the captain's utterance, "Vous en voilà quitte pour la journée." The meaning in the language of courts is "not to try twice on the same charge," but it may be that Mérimée took it to mean here "in the same day." P. 222: Note 5 reads: "*Pas* is used with *pouvoir*, *savoir*, *cesser*, *oser* for emphasis." Add: 'in negations.'

VOCABULARY. FRENCH-ENGLISH. au dela: spell au delà. divertir: the e is open. extase: the a is close. gout: spell goût. mouvoir: correct in transcription to a:r. murir: spell mûrir. présager: the s is voiced. présenter: the s is voiced. rigueur: add f. after brackets. se: pronounced s. singulièrement: delete nasal mark on second e in the transcription. temps: in fifth line, correct to fait-il? trente: nasal mark on a in transcription.

ENGLISH-FRENCH. alongside: second line, read à côté. disappear: disparaître. eagerly: avec empressement. group: groupe is masculine. once: second line, read sur-le-champ. over: par-dessus. play: add f. after pièce. protect: "être à couvert de" means "to be protected." receive: read recevoir. street-cars: read street-car.<sup>1</sup>

Mr. Brooks's revision of Chardenal's Complete French Course appears in its second edition, and the well-known grammar has been still further improved and modernized. In its new shape, it will doubtless continue to render good service and keep its place among the more usable works of its class. The book has been apparently totally reset, and in spite of some additions is about thirty pages shorter than the first edition. This thorough change of the typography has given excellent results. The general arrangement and method are the same; but a somewhat important change occurs in the exercises for translation, which have been rearranged so as to

<sup>1</sup> The following minor errors of the printer have been found: p. 48, sec. 53: grand'faim; p. 51, sec. 57, 6 lines from bottom: will; p. 60, vocabulary: irrégulier; p. 72, sec. 71: camarade; p. 73, sec. 73: après, grand'faim; p. 79, 3 ll. fr. bot.: père; p. 82, l. 2: été, l. 5: grand'peur; p. 114, ex., l. 1: se; p. 117, grand'soif; p. 136: desquels de ces rayons, etc.; p. 143, 4 ll. fr. end of section 127: time; p. 171, l. 2: delete comma; p. 172, l. 8: abricots; p. 178, l. 5 in reading text: Qu'est-ce que; p. 227, ex., 4: statues; p. 252: j'eusse rompu; p. 252, sec. 197: to sow.

give more material for conversational work. In conformity with the DeVitis *Spanish Grammar* published by the same firm, a proverb or saying is given at the beginning of each lesson, and twenty illustrations of buildings or scenes in Paris and France add somewhat to the attractiveness of the book. The vocabularies are printed on the same pages, the French-English one at the top and the English-French at the bottom of the page. Six more selections have been added to the Selections for Reading. The statements (p. xvii) that “*g* before *e*, *i* and *s* has the sound of *s* in *pleasure*” and that (p. xxiii) “*s* and *x* have [in linking] the sound of *x*” ought to be corrected.<sup>2</sup>

GUSTAV GRUENBAUM.

Goethe's *Hermann und Dorothea*. Edited with Introduction, Appendices, Notes and Vocabulary by Frederick W. C. Lieder, Ph. D. New York, Oxford University Press, 1917.

Um etwaiger Missdeutung meiner Kritik vorzubeugen, muss ich zuvor konstatieren, dass ich selber soeben eine Ausgabe von Goethes *Hermann und Dorothea* abgeschlossen habe, die binnen kurzem erscheinen wird. Aus eben dem Grunde würde ich es vermieden haben, die vorliegende Arbeit zu besprechen, wenn es meine Absicht wäre, über diesselbe in herkömmlicher Weise zu berichten. Es liegt mir fern, für meine eigene Arbeit Platz machen zu wollen; denn die beiden stehen sich, wenigstens der Anlage nach, nicht im Wege. Noch habe ich irgend einen andern heimlichen Grund, auf die sorgfältige, fleissige Arbeit Lieders schlecht zu sprechen zu sein. Es handelt sich hier vielmehr um ein Prinzip, betreffs dessen man je nach individueller Stellungnahme mit mir übereinstimmen oder differieren wird.

Die XLIX + 315 Seiten des in Frage stehenden Buches sind in folgender Weise verteilt: 3 Seiten entfallen auf Biographie, 13 auf Entstehung, Hintergrund und literarhistorische Stellung des Werkes; dann folgt auf 10 Seiten eine metrische Abhandlung, auf

<sup>2</sup> The following misprints have been noted: XIV, l. 8: côté; XVII, l. 16: chimère; XX, 5 ll. from the bottom: exemple, exception; XXI, l. 11: inhabité; p. 250, l. 14: étaient; p. 250, l. 9 fr. bot.: paraît; p. 250, l. 3 fr. bot.: continua-t-il; p. 251, l. 11 fr. bot.: écu; l. 3 fr. bot.: présente; p. 252, l. 5: montrez-m'en; p. 252, l. 16: maitre; p. 258, l. 8 fr. bot.: c'est.